



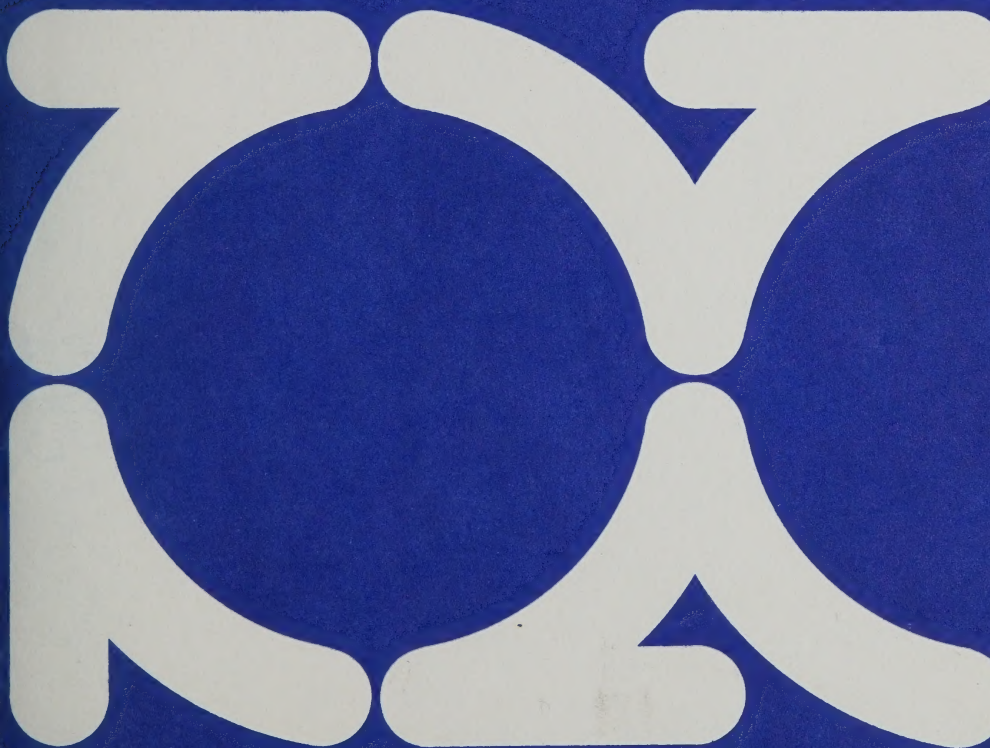
Ministry
of
Education
Ontario


ONEC
376.9713
039 DE/Mp

Service for Co-operative Evaluation of School Systems

Thomas L. Wells
Minister of Education

February 1973





Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

Service for Co-operative Evaluation of School Systems

Supervisory Services Branch
16th Floor, Mowat Block
Queen's Park, Toronto
Telephone 416/965-2228

February 1973

Supervisory Services Branch

Director: H K Fisher

Educational Officers:

Mr J R Di Profio

Mr W E P Fleck

Mr J R Graham

Mr B J Kipp

Mr J N Morrison

Mr G Nelson

Mr J F Rees

Mr L W Steele

Mr W C VanderBurgh

Mr O R Watson

Introduction

The January-February 1973 issue of New Dimensions described, in part, the efforts of the Ministry of Education to design an evaluation procedure for school systems.

This booklet enlarges upon the initial presentation and provides a step-by-step review of the procedures that make up the evaluation model.

Plans to develop six evaluation exercises in pilot project form are under way, and your interest in becoming a participating board in the pilot project series will be welcomed and considered.

De plus, nous vous proposons d'offrir les services d'évaluation en langue française pour subvenir aux besoins particuliers des écoles et des classes de langue française de cette province.

Members of the Supervisory Services Branch are prepared to discuss the evaluation format with you in detail at your request. The educational officers in the Branch are listed for your convenience in the booklet.



H. K. Fisher
Director
Supervisory Services Branch

A Service for Co-operative Evaluation of School Systems

In 1967, the Ontario Department of Education reduced significantly its direct involvement in the supervision of the province's classrooms and schools. Except in the case of small isolate boards and certain special circumstances, evaluation became the direct responsibility of school boards in 1969. The Department's function in evaluation became the development of provincial policy and the provision of leadership.

Since the inception of the larger units of administration, most boards have continued teacher and program evaluation. Many have experimented with much more comprehensive assessments of their systems. Some of these assessments have been co-operative in nature, using personnel from the board staff and regional offices of the Ministry of Education.

During this same period many other forces, with either direct or indirect influence on the nature of evaluation, have been at work in the educational community. One of the more pervasive of these has been the heightened interest with which educators' efforts have been viewed by the total community.

Although there are probably many complex causes for this heightened public awareness, three seem to stand out:

- (a) the absence of clearly defined and universally held goals in education;
- (b) the lack of an effective evaluation system that would provide a valid assessment of such goals; and
- (c) an over-reliance on education as a solution to all of our social problems.

Another force has come from within the education community itself with recent developments in research and theory in the field of evaluation. Worth noting has been the work of Robert Stake on evaluation as communication, Daniel Stufflebeam's efforts in making evaluation an aid to decision-making, and Malcom Provus's complex models for relating performance to objectives.

In December 1971, a meeting of representatives of various provincial organizations and the Ministry was convened by the Deputy Minister of Education. A subcommittee of this group was appointed to investigate in greater detail the whole question of evaluation in the 1970's.

In April 1972, the Supervisory Services Branch was charged with the responsibility of developing models for the co-operative evaluation of educational systems. The work of the subcommittee provided the Branch with the following set of basic principles upon which any evaluation models for this province should be based.

Seven Basic Principles for Evaluation Models

Involvement Anyone who may be affected by it should be integrally involved in the evaluation process.

Communication In order that maximum benefits may be derived from the evaluation process, a sincere effort must be made to maintain effective communication among all the participants

Self-Evaluation There is a basic human desire to improve personal performance. Sound evaluation will recognize this inherent need.

Co-operation Since all members of the community, at whatever levels of authority and function, are concerned with the quality of education, all such levels should be involved in the evaluation process.

Comprehensiveness An evaluation model must recognize all of the related components that operate within the school system, and thus have an effect on the attainment of its goals.

Continuity An evaluation process must be continuous so that information, assessment, and decisions can emerge at any stage.

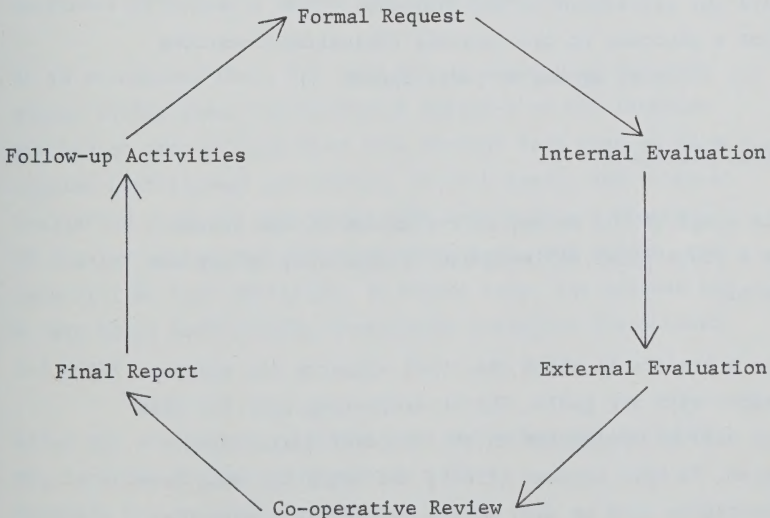
Co-ordination To be effective, all the components of the evaluation model must be valid, well planned, and systematically implemented.

Within this context goals for the evaluation mechanism were developed. Central among these was the goal that the mechanism should provide reliable information, at both provincial and local levels, whereby our educational achievements may be better perceived.

Such information should increase the public's understanding of schools, their positive accomplishments, their needs, and the problems of fulfilling those needs. As well, it should help decision-makers at all levels in planning their programs.

To help reach these goals, the Ministry has developed the following approach:

A Pattern for Co-operative Evaluation



Formal Request

When a board feels that its staff and students would benefit from involvement in a co-operative evaluation, it requests discussion of this with the Ministry. A representative of the Ministry will meet with the board, administrative officials, and other groups from the system to discuss the nature of the evaluation model and to ensure that its goals and the Ministry's involvement are fully understood.

The cost of evaluation is one aspect that a board will probably wish to discuss. Even though the Ministry will absorb the costs of external evaluation, the internal portion is not without expense. The time of the internal committee chairman, committee members, staff involved, secretarial support, and costs of supplies and test materials will have to be covered by board funds.

If the board wishes to proceed with a co-operative evaluation it will:

- *pass a resolution stating its commitment to the process;
- *forward the resolution to the Ministry;
- *appoint a chairman to the Internal Evaluation Committee after the Ministry agrees to participate.

Internal Evaluation

In this stage of the cycle, an evaluation of the school system's educational achievements is conducted by its own personnel.

This is a process in which the staff compares its accomplishments with its goals. The co-ordinating unit for this process will be designated as the Internal Evaluation Committee. To have maximum effect, the Committee must have representation from as many groups and levels within the system as possible. In addition, it must be large enough

to cope with the work involved in the evaluation of a system of its particular size.

In consultation with a representative from the Ministry, the Internal Evaluation Committee will decide on:

- *the major steps in the process;
- *the time schedule to be followed;
- *methods for keeping all levels of staff informed regarding their plans and developments on a regular basis;
- *the techniques to be used to collect data;
- *the format of the internal report.

To provide support to the Internal Evaluation Committee the Ministry will:

- *appoint a Project Co-ordinator who will serve as a consultant for the Committee;
- *provide various examples of student assessment materials, opinion survey instruments, etc. The Internal Committee may select or adapt the materials it will use from the examples provided, or use locally developed materials;
- *provide any information gathered from such sources as the September Principal's Report and June Board Report.

It is recognized that, for some school systems or for some groups within them, the essential features of the internal evaluation process described here already form part of their regular professional activities. In such cases, the internal evaluation phase of this model will mean only a refinement of regular procedures and a collating task. For others, the task will be more extensive. In either case, the process has a very large professional development potential for a board and staff.

After the evaluation data have been collected and analysed, the Internal Evaluation Committee will:

- *prepare the internal report;

*forward the report to the Project Co-ordinator within the Ministry.

External Evaluation

The existence of an External Evaluation Team and the whole external evaluation process has one purpose only: to provide another view of the school system.

The members of the External Team will be chosen by the Ministry Project Co-ordinator in consultation with the Internal Committee. The team will have a chairman and a number of members in keeping with the size of the system and the diversity of the program. It is suggested that there be a team member for every group of 2,000 students in the system. It does not seem practical to have fewer than ten members nor more than forty on any External Team. Within these numerical limits, the External Team will have wide representation from the external educational community. However, it is anticipated that the majority of the members will be practising school teachers and administrators.

The very nature of the External Team will produce certain limitations. The on-site time for most team members will not exceed ten working days. Also, each team member must study thoroughly the report of the Internal Review Committee and be carefully oriented to his task. Therefore, the Team will have to meet to plan for the most effective use of their time and talents before actual visits begin.

In the light of the analysis of the internal report, the members of the External Team will decide which aspects of the system will receive priority in the sampling process that they will use.

It should be noted that the External Team is not an "inspection team". The physical and time limitations of the external phase

of the co-operative process will not allow for "inspection" in the traditional sense of the word, even if that were desirable. The members of the External Team will be more interested in the interaction of components and individuals within the system than in a detailed analysis of any one component or individual. In addition to the activities already described, the members of the External Evaluation Team will:

- *employ a wide variety of evaluation procedures such as direct classroom and board observation, record analysis, interviews, group meetings, etc.;

- *prepare a report focusing on any differences that have been discovered between the information contained in the internal report on the one hand and the observations and judgements of the External Team on the other;

- *submit copies of the report to the Project Co-ordinator and to the Internal Evaluation Committee.

Co-operative Review

After the Internal Evaluation Committee has carefully examined the external report, the Project Co-ordinator will meet with the chairmen of the External Team and Internal Committee and representatives from each group to:

- *discuss the questions raised in the external report;

- *discuss any other matters raised in either the external or internal reports.

The function of the External Team at this meeting will be to support and assist the Internal Committee.

Final Report

Based on the internal and external reports, and on the results of the Co-operative Review, the Project Co-ordinator will prepare the final report and forward copies of it to the board.

Follow-Up Activities

Implicit in a board's request for a co-operative evaluation is a commitment to action on the recommendations of the final report. The extent and nature of the follow-up will be influenced by the content of the final report and the board's assessment of its priorities and capabilities.

The Ministry attaches great significance to board-initiated activity as a follow-up. In all cases, the Project Co-ordinator will be available for a reasonable period of time (at least one year) to assist in this phase of the evaluation process.

It is hoped that this pattern for the evaluation of the activities of school systems will:

- *be flexible;
- *be non-threatening to individuals within systems;
- *satisfy in some depth a diverse range of information needs;
- *support the development of increasingly effective partnerships throughout the many levels of Ontario's educational system.

It is recognized that any evaluation model will be to a degree subjective, incomplete, and less than satisfactory in certain areas. Despite these inherent limitations, it is hoped that this co-operative approach will provide a sound basis for educational improvement at all levels in the education system.

